

THE FARMER'S ADVOCATE AND HOME MAGAZINE.

THE LEADING AGRICULTURAL JOURNAL IN MANITOBA
AND N. W. T.

PUBLISHED SEMI-MONTHLY BY
THE WILLIAM WELD COMPANY (LIMITED).

WESTERN OFFICE:
IMPERIAL BANK BLOCK, CORNER BATHURST AVE. AND MAIN ST.,
WINNIPEG, MANITOBA.

EASTERN OFFICE:
CARLING STREET, LONDON, ONT.

LONDON (ENGLAND) OFFICE:
W. W. CHAPMAN, Agent, Mowbray House, Norfolk street,
London, W. C., England.

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By the Way.

"In less than 25 years we will have small orchards of fruit trees dotted all over this Province."—JNO. CALDWELL, Virden, Man.

"No part of Canada can grow better vegetables than Manitoba and the Territories."—S. A. BEDFORD.

"Farmers don't seem to realize that if they would only organize they could almost do anything they liked."—G. STRANG, Dauphin.

"For genuine, all-round dairy cattle there is nothing to touch the Holstein. The day our windmill does not work and the cows do not get water when they want it our milk supply falls off."—D. MUNROE, Winnipeg.

"Coal is a very scarce article at Indian Head, only two car lots having arrived here this winter, up to January 9th, '03. Lately, 250 lbs. is all dealers will sell to one individual, owing to the scarcity."—GEO. LANG.

A short time ago, when speaking to a representative of the "Farmer's Advocate," Mr. Angus Mackay, of Indian Head, said: "I sold and shipped two carloads of wheat over a month ago, and have heard nothing of them since."

"Buying 3 northern and 1 frozen for 2 frozen is satisfactory, no doubt, from the buyer's point of view, provided money is his only consideration. This has happened frequently at Wolseley, to the farmers' loss, but there came a time when the elevators could not hold grain even under these conditions. For the last three weeks in December not one bushel entered any elevator here. I have not yet sold a single bushel of wheat this season, owing to the shortage of cars."—VICE-PRESIDENT WOLSELEY AGRICULTURAL SOCIETY.

"The ease with which some farmers allow themselves to be roped in by stallion fakers is truly amazing. When will our people cease to be humbugged."—ONE WHO KNOWS.

Too much cannot be said by way of encouraging the farmers of this Province to go more into the breeding of pure-bred stock."—HUGH McKELLAR, Winnipeg.

A Welcome Neighbor.

From the different States of the American Union, farmers, anxious to share in the fortunes of our rapidly growing country, are coming to take up new homes and become Canadian citizens. To the broad acres of Western Canada they are welcome; we have room here for millions of people who have within them that spirit of enterprise which means the developing of a great country. The more settlers of the right type, the better for the community, the Province and the nation. The majority of those who have already crossed the international boundary have been the class to whom we must extend the glad hand, and if the signs of the times are to be understood, one hundred thousand or more will locate on the fertile plains of the West during the coming summer. These people bring with them a knowledge of practical agriculture; they are, as a rule, possessed of sufficient capital to make a good start, and hands that are not afraid to toil.

For years the trend of emigration from the Eastern Provinces of the Dominion was to the land of our progressive neighbor. Now the tide has turned, and to us it becomes a duty and a privilege to proclaim a word of welcome. The star of success shines out before the child of any country who sets his foot on our soil determined to make a home, but those who desire to locate where life may be maintained without much individual effort, and where the laws of advanced civilization need not be respected, had better steer their compass toward other lands. Already our experience with tribes of that type has been sufficient. If special encouragement is to be given to any people to locate under Canada's Western skies, let it be to those who aspire to the highest type of citizenship. From the motherland many such are coming, and from the continent to a lesser extent, but from nowhere at present comes the percentage whom we delight to welcome to share as citizens and farmers the fortunes of Canada as from the great Republic to the south.

Manitoba's Agricultural College.

As the time draws near for the opening of the Provincial Legislature, the nature of the report which will be presented for consideration by the Agricultural College commission, daily becomes a matter of greater concern and speculation by those who would foster the highest interests of agriculture in this Province.

That the report in general will commend itself to a majority of the legislators in Parliament, and to the most intelligent farmers throughout Manitoba, there can be little doubt. These men found places upon that board of investigation not merely because they were known to be intensely interested in the advancement of agriculture in this Prairie Province, but because they were conversant with its actual needs and facilities for supporting an institution which, under the most economical management, must necessarily mean a considerable financial strain upon the Province for its establishment and maintenance.

The course which this commission pursued, in visiting some of the best Agricultural Colleges in their search for such information as would enable them to formulate a plan suited to conditions in this country, was undoubtedly the most practical that could be taken. We have every reason to believe that their conclusions will be those of Manitoba's Parliament, and that before many months an institution such as the interests of this Province demand will be in course of establishment.

As to the place at which the college should be built, the "Farmer's Advocate" has no axe to grind, but we do think that it should be somewhere on the main line of the two railways operating in the Province. Such a situation should make access thereto easy from almost every point in Manitoba, and enable the largest number of students to reach its halls at a minimum for railway expense.

The history of the establishment of agricultural colleges on this continent goes to show that a struggle has nearly always ensued between counties or districts, as to which should be favored with the seat of agricultural education in their State or Province, and not infrequently as a result has the seat of learning found a resting place in a location where it could not be of the great-

est good to the largest number of farmers interested therein. We trust that in our case such history may not be repeated, that partisans may bury the hatchet, beat their swords into plowshares, and study to perfect such plans as will facilitate the establishment and promote the usefulness of Manitoba's College of Agriculture.

The Improvement of Rural Schools in Canada.

BY JAS. W. ROBERTSON.

[Prefatory Note.—In writing these articles on the Improvement of Rural Schools in Canada, I hope to contribute some information, argument and suggestion to help on the movement. It is to be understood that I personally, as a citizen of Canada, and not officially as Commissioner of Agriculture and Dairying, am responsible for the opinions expressed in them. I propose to deal with the subject in five main divisions, viz., (1) Improvements in Organization, (2) Consolidation of Schools, (3) Courses of Study, (4) Plans Under the Macdonald School Funds, and (5) Some Ways in Which Improvements can be Continued and Extended.—J. W. R.]

(Second article.)

CONSOLIDATION OF SCHOOLS.

Some of the essentials for good rural schools are: (1) Good teachers with experience; (2) wholesome children; (3) efficient supervision; (4) good buildings; (5) neat and beautiful surroundings; (6) active public interest and adequate support.

If we cannot arrange at once to bring into existence all the desirable conditions for good schools, we should strive to create as many of those conditions as we can in as many places as we can. There is no witchery or fairy charm in the word or fact of consolidation to put away all the present weakness and ills of small rural schools. However, consolidation will bring opportunities and means for improvement within reach of the teachers, the people and the children. Ever increasing benefits may be found by using those to the fullest extent.

GOOD TEACHERS.

Teaching is a great art. It is the art of living, the art of living and laboring so as to lead young lives out into desire and ability to live usefully, and, therefore, happily. The greatest of all teachers said, "I am come that ye might have life and have it more abundantly."

In addition to scholarship the teacher should be an example of neatness, good manners, good temper and cheerful attitude towards life in general and towards the life of the schoolhouse in particular; and should know by experience that observing, investigating, recognizing and understanding real things are forms of mental activity and power superior to the mere remembering of words, names, forms and rules.

New methods of education such as Nature Study, Manual Training and Domestic Economy would be made easily possible at consolidated rural schools. The teachers would find great satisfaction and delight in them. As it is the part of the public to provide means for the education of the children, it is more particularly the duty and privilege of the teachers to make the best use of those means. Here, as elsewhere, for the public at large and the teacher in particular, the paths of duty, happiness and progress are in the same direction and run within the same bounds.

Centralization of schools would provide for perhaps fewer teachers, but better teachers of more experience. At the present time there are comparatively few, if any, prize places in the teaching profession in rural schools. The coveted posts are in the towns and cities; they draw the teachers of approved ability from the rural districts. Large central schools in the rural districts would provide what might be called, relatively, "prize places" for teachers who would devote themselves to teaching as a life profession in rural districts. Teachers would stay in the same places far longer in consolidated schools than in one-room schools in the country parts.

WHOLESOME CHILDREN.

Various elements enter into the factors that make for a good education. Among these are a large enough attendance to form classes of children of about equal age and advancement in studies. The gathering of the children into a school where they could be properly graded, and, to a large extent, classified according to stage of advancement, would be a means towards that end. In that respect the town and city schools are in advance of the rural schools at the present time. By centralization or consolidation, a large number of children could be brought together in one building. Strong classes could be formed, properly graded, and the children classified from time to time as advancement was made. Such classes stimulate every child to do his and her best. One child teaches another, on the whole, perhaps, quite as much as any grown teacher does. In